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At the close of this session there was a meeting of the American Dialect Society.

On Thursday evening, December 28, at half past six o'clock, the ladies of the Association were the guests of the Modern Language faculties of Northwestern University and the University of Chicago at the University Club of Chicago.

On Thursday evening, December 28, at half past eight o'clock, the gentlemen of the Association met at the University Club of Chicago. A smoke talk was given by Professor George Lyman Kittredge.

FOURTH SESSION, FRIDAY, DECEMBER 29

The session began at 9.55 a. m.

Professor Edwin Mortimer Hopkins presented the following report of the Committee of Five on English Composition Teaching (a committee of the Central Division):

REPORT OF THE COMMITTEE OF FIVE ON ENGLISH COMPOSITION TEACHING.

To keep within the assigned limit of time, the committee has distributed copies of its preliminary report published in April, and reprints of an article to appear January 15 in the new *English Journal*. In these are indicated the nature and some of the results of the work of the present year. Without going into detail, we wish first to call attention, from those who have not seen it, to the initial summary of the preliminary report, page 2, and especially to sections 7, 10, and 11, more painful than others, but not for that reason less true:

"7. Long continued criticism and correcting of manuscript is one of the severest tests of physical endurance to be found in any teaching, and the limit of full and continued

efficiency in it is about two hours a day or ten hours a week. Much more than this results sooner or later in the physical collapse of the teacher.

"10. Under existing conditions, this, the severest part of the composition teacher's labor, is commonly not counted or allowed for in any way in assigning his work.

"11. Under the average of existing conditions it is a physical impossibility, by any 'method' whatever, for any English composition teacher to bring his work to a proper standard of efficiency."

We emphasize strongly the fact that our correspondence of the present year has established that these statements are, as we believed them to be, below the truth. It has likewise substantiated all other details of our preliminary report, relating to nature, standards, and measurements of efficiency in composition teaching. We wish to say further that English teachers everywhere have pronounced the work of this committee in the highest degree important and vital; and for this reason we make the request offered at the end of the present report.

When our first report was presented one year ago, we were asked to make specific recommendations regarding action that should be taken in view of the facts ascertained. It seemed that the only possible action that could bring results was to make the facts public with the utmost possible weight of emphasis and authority. The committee was continued, to do what it could toward this end; and the results of its efforts to the present time, as set forth in matter here distributed, are in sum that twelve thousand copies have been distributed in seven states, usually at state expense; the committee having at no time had funds of its own. This is of course a very small beginning toward general publicity.

It seemed further that, after publicity, as a condition of action by individual schools to remedy present conditions, if remedy is practicable, information should be obtained as to the probable cost of such action. The committee then endeavored to make the distribution of its preliminary report a means of gathering information on this additional point. The results thus far accomplished, while substantial and valuable, are not yet as extended as they should be to justify the committee in making final publication of them. We are therefore about to issue, as an insert, herewith shown, in the *English Journal*, a more specific request for this information.

A word however may be said, in summary of what we have found as to the relative cost of English and of Science teaching, as to which our data are more full than in other subjects, though allowance must be made for future corrections. Under present condi-

tions, the *pro rata* annual teaching cost of English seems to be about \$7 a pupil; the annual cost of equipment (books) about 25 cents a pupil. The annual teaching cost of Science for each pupil is more than double the corresponding cost of English; the annual equipment cost of Science is about ten times the corresponding cost of English. But since English pupils are almost twice as many as Science pupils, the total present cost of English, including both teaching and equipment, seems to be rather more than two-thirds of the present cost of Science.

To establish improved conditions in English work, according to the fundamental facts stated in our preliminary report, facts of which any proposed action must take account, might possibly double or even more than double its present total teaching cost, and so make its total cost, including both teaching and equipment, somewhat greater than the total cost of Science; but even then the annual cost for each pupil would not exceed the present annual cost of Science for each pupil. Hence it seems that full efficiency may sometimes require spending almost as much to teach a pupil English as is now spent to teach him Science; and the basic question then is this—If we could really teach him to write and speak English, would the result be worth that cost?

While this committee does not undertake to answer that question, it may soon be able to furnish the remaining information needed to enable public opinion to make answer for itself. We hope to have our final report ready for publication before the end of this academic year, and to persuade state agencies to make the gathering of similar information a permanent part of their work hereafter. Toward this object and the general end in view, the committee desires the support of the Modern Language Association as a body, that it may bring correspondingly greater influence to bear on sources of information and on agencies of publication, as explained in the subjoined resolutions, herewith offered for adoption. We believe that with this endorsement and authorization, added to what we have already secured from other organizations, we can accomplish something worth while; and we ask the aid of the Modern Language Association, which stands for scholarship, not only in increasing the efficiency of English composition teaching but in making scholarship possible for those who teach it.

RESOLUTIONS

I

The Modern Language Association of America endorses the work of the Committee on English Composition Teaching of the English

Section of the Central Division. It commends the report of the Committee to the attention of every English teacher and of every school officer; and it requests the coöperation of educational organizations, institutions, state officers, and the press, in securing the utmost publicity for the report.

II

The Modern Language Association authorizes the Committee on English Composition Teaching, acting with Professor V. C. Coulter, to request state officers and high school inspectors to furnish data with reference to the comparative cost of equipment and of instruction for the various departments in the high schools.

III

The Modern Language Association requests the attention of the United States Department of Education and of the Carnegie Foundation for the Advancement of Teaching to the report of the Committee on English Composition Teaching, with reference to possible publication and general distribution.

On motion of Professor O. F. Emerson the report and the resolutions offered by the Committee were adopted; and on motion of Professor J. M. Clapp it was voted that the expenses of the Committee to date be borne by the Association.

On motion of Professors F. G. Hubbard and W. D. MacClintock the following minute was adopted by a rising vote:

The Modern Language Association has learned of the sudden death of J. Scott Clark, Professor of English at Northwestern University and for many years a member of the Association.

Professor Clark was widely known as a vigorous and successful teacher and writer in the field of English rhetoric and composition, and was a vital personal force in the moral life of his students.

Be it resolved:

- (1) That this Association expresses here its deep sense of personal and professional loss in the death of Professor Clark.